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## NOTES

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THE DOUBLEDAY & MCCLURE COMPANY will publish immediately, under the title of *From Sea to Sea*, an authorized edition of the collected letters of travel which Mr. Rudyard Kipling has written at different times between 1890 and 1898.

*Bird-Lore* (The Macmillan Company) for April contains a letter from Governor Roosevelt urging the importance of protecting our birds, which shows the writer to be a genuine bird-lover and thoroughly conversant with his subject.

*Physics for Beginners* is the title of a work written for use in colleges and secondary schools by Henry Crew, Ph.D., professor of physics in the Northwestern University. The author's treatment differs from that in other elementary books on the same subject in that it is more consecutive. It is at every point experimental and quantitative.

TO ADD to the store of good things already contained in the Riverside Literature Series, the publishers, Messrs. Houghton, Mifflin & Co., of Boston, New York, and Chicago, have just issued as No. 130 (paper, 15 cents, *net*), *The Superlative, and Other Essays*, by Ralph Waldo Emerson. The other essays in the book are *Uses of Great Men*, *Shakespeare: or, The Poet, and Social Aims*. There are also notes. The book will also contain an interesting table of events, illustrating Emerson's career.

THE WESTERN ASSOCIATION OF HISTORY TEACHERS was organized at the time of the meeting of the North Central Association of Colleges and Preparatory Schools, in Chicago. A constitution was adopted, and the following officers elected: president, Professor Charles H. Haskins, University of Wisconsin; vice president, Lucy D. Wilson, Chicago High Schools; secretary and treasurer, Harry S. Vaile, Hyde Park High School. Executive Committee—Adelaide S. Baylor, Wabash High School; Earlem Dow, University of Michigan; P. V. N. Meyers, University of Cincinnati; Leona L. Thorne, J. R. Doolittle, Chicago Public Schools.

THE NORTH CENTRAL ASSOCIATION of Colleges and Preparatory Schools held an interesting meeting at the Auditorium in Chicago, March 31 and April 1. The attendance was satisfactory, and the spirit of the meeting cordial and helpful. The meeting next year will be held about the same time, in St. Louis, Mo. The following officers were elected for the ensuing year: president, W. F. Slocum of Colorado; secretary, Clarence A. Waldo of

Indiana; treasurer, George N. Carman of Illinois. Executive Committee—the president, secretary, and treasurer, ex-officio, and A. F. Nightingale of Illinois, A. S. Draper of Illinois, E. G. Cooley of Illinois, and E. W. Coy of Ohio.

MESSRS. LONGMANS, GREEN & Co. will publish, early in April, the first volume of the American Citizen Series, *Outline of Practical Sociology, with special reference to American Conditions*, by Carroll D. Wright, United States Commissioner of Labor. This series of books will treat of the practical workings of the functions of the state and of society, with especial reference to American conditions and experiences. The series will appear under the editorship of Dr. Albert Bushnell Hart, of Harvard University.

Messrs. Longmans will also publish a new book by Professor Edward Althaus, of the High Schools, Borough of Bronx, New York City, *A Synopsis of German Grammar. For the use of High Schools and Academies*.

NATURE-STUDY has not yet found its exact place in school work, or, for that matter, in social influence. Very interesting and important work in this field is being done in New York by the College of Agriculture of Cornell University. Over twenty thousand teachers, more than two thirds of the entire number in the state, have requested the *Teacher's Leaflets* of which thirteen numbers have been issued, for use in their school work. More than sixteen thousand children in the state have asked for instruction on the making of gardens, and their letters have been answered. The general purpose of the work is to educate the pupil natureward and to inculcate a love of country life. The work has been pushed and energized by means of large and personal correspondence. During the coming summer a school of nature study is announced, beginning July 5, and lasting six weeks, with free tuition to residents of the state. Among the courses offered is laboratory work in methods of nature-study with insects, made available for secondary schools, by Assistant Professor Anna B. Comstock, who is the first woman appointed to a professorship in Cornell University. Mrs. Comstock has already done important and successful work in presenting the subject of nature-study to teachers' institutes in New York State. Those who are interested in nature-study will do well to inform themselves about the work that is being done by the College of Agriculture at Cornell.

ROBERT HERBERT QUICK has an honored place among those who have encouraged and inspired teachers and helped to raise and dignify their aims during the last quarter of a century. Mr. Quick gave the introductory lecture on education in the University of Cambridge on October 18, 1879, when courses of lectures on education were first begun in an English university. In that address—"The Schoolmaster, Past and Future,"—he said: "The work of the schoolmaster is, I maintain, an important work. If this is granted it will follow that any science which influences that work is an important

science. If such science exists it should be studied. If it does not yet exist, but may exist, we should endeavor to search it out." Words like these, spoken on a historical occasion, form a landmark in the movement for the training of teachers, and it behooves his contemporaries to show that they did not pass unheeded, and that the splendid services which he so persistently and modestly rendered to education were not unrecognized. No such step was taken at the time of his death, in 1891, but the forthcoming publication of his *Literary Remains* by the Cambridge University Press, furnishes a suitable opportunity for raising some memorial. It is proposed that this memorial shall take the form of the establishment of a Quick Memorial Library, at the Teacher's Guild. If sufficient money be subscribed, the whole sum is to be invested, and the interest only devoted to the purchase of books, so that, if possible, the memorial may be permanent. Mr. Quick was well known in the United States, and several American educators have joined in the movement to raise funds for this memorial. Subscriptions, marked on envelope, "Quick Memorial Fund," may be sent either to John Russell, Cripplegate, Woking, Surrey (Hon. Librarian, Teachers' Guild); or to Professor Foster Watson, University College of Wales, Aberystwyth.

DR. MACKENZIE RESIGNS FROM LAWRENCEVILLE.—The friends of secondary education throughout the land will be surprised to learn that the Rev. Dr. James Cameron Mackenzie has resigned the head mastership of the Lawrenceville School—John C. Green foundation—which he has held with such signal success for seventeen years, or ever since the school was organized on the basis of the munificent endowment provided by the Green family. This action, to go into effect at the end of the present academic year, has been decided on by Dr. Mackenzie, after long consideration, purely out of regard for his personal interests of health. Seventeen years of such arduous work as has been involved in the creation and conduct of Lawrenceville School, are sufficient to tax the energies of any man, however robust, and though Dr. Mackenzie, despite his long service, is still a young man, he feels the urgent need of a period of complete rest, in order to conserve his physical and mental energies and give him a fair chance for many years of labor after he shall have passed the turning point of middle life.

The trustees of Lawrenceville School have accepted his resignation in the following resolutions, which will be seen to contain a noteworthy tribute to the retiring head master, and a most substantial token of the esteem in which he is held, and the value that is placed upon his services:

"The trustees of the Lawrenceville School, having been advised by the head master, the Rev. James Cameron Mackenzie, Ph.D., of his purpose to retire from the head mastership of the school at the close of the current academic year, unanimously direct that the following minute be placed on their record, and that a copy be transmitted to the head master.

"The trustees of the Lawrenceville School, appreciating the reasons

which impel the head master to lay aside the responsible and difficult office he has filled ever since the organization of the school on the John C. Green foundation, beg to assure him of their high regard for his long, faithful, self-denying, arduous and highly successful labors in the head mastership. To him, in a very high degree, are due the organization, development, and success of the Lawrenceville School.

"It is therefore with no ordinary regret that the trustees accept his resignation, which thus brings to a conclusion his long and valuable term of service. As he withdraws to a well-earned, though temporary, rest, before entering another field of labor, the trustees follow him with their best wishes, and assure him that his great services to Lawrenceville will not be forgotten.

"The trustees also direct that as additional compensation for his services the sum of \$10,000 be paid to the head master, and, furthermore, as a mark of their appreciation, they request Dr. Mackenzie to permit the Board of Trustees to place in the Memorial Hall of the school the portrait of its first head master."

FROM SUPERINTENDENT BALLIET, of Springfield, Mass., we have a right to expect something more than the routine school report. In his report of 1898 this expectation is fully met. As a frontispiece the report presents a fine engraving of the new Central High School, of which the city may well be proud. Some of the notable points in the report are the following: "The year just closing has witnessed the establishment of an independent manual training high school." The history of the movement leading to this result is sketched. The superintendent then goes on to say: "It seems to me the time has come when the next step in advance can be taken with advantage, and specific instruction in trades be added to our general courses in manual training." An admirable brief in favor of this thesis is presented. A special feature of the report is a careful discussion of the cost of the schools, which shows that the salaries are the chief item, that they are not larger than they ought to be, and that the best teachers cannot be obtained at low salaries. "The fact that teachers have been appointed solely on merit, and not through personal influence, or because they were local residents, has contributed largely to the efficiency and success of our schools, for a good many years. It has made our city a desirable place for good teachers to come to, and it has developed a high moral tone in our entire teaching corps which is not found in cities where the teachers' positions are treated as patronage to be given to the local applicants who have influential friends. In business, any investment, however small, is costly if it brings no returns, and no investment, however large, is extravagant if it brings large returns. Judged from this standard, are the schools too costly? Commissioner W. T. Harris, a few years ago, published statistics which go to show that the greater length of the schooling period in Massachusetts, as compared with that of the rest of the United States, taken as a whole, corresponds with striking exactness with

the greater earning power, per capita, of the population of Massachusetts as compared with the population of the country at large." The question of overwork in the schools also receives scientific treatment. The superintendent, in February 1898, sent out a series of printed questions, one set to be answered by the parents, another set to be answered by the pupils. The result of these replies, covering 2962 pupils, is given in a very interesting table. The average time of study at home runs from five minutes to three hours a day, the largest single number averaging thirty minutes a day. Those who do not study at home number only 272 out of 2962. The average number of minutes per day devoted to study out of school hours, varies from 29 to 63 in the different grades, the highest number being in the ninth grade. The number of reported injurious effects on health is only 56. The number of children who could do more home work is 1543; the number reported in delicate health, 338. The above answers are by parents. Of the pupils, 1540 think they could do more home work without getting tired; 840 are made tired by home study.

THE ANNUAL REPORT of Superintendent Skinner which has recently appeared, contains a large amount of matter of importance to a circle wider than is included in the State of New York, great as that state is. Few subjects of contemporary interest in education will be found missing. The codification of the educational statutes of the state has been completed and presented to the legislature. The adoption of this code is strongly urged by Dr. Skinner. "The laws relating to this subject," he says, "are practically the only ones of general public interest that remain uncoded, and they are at present the most complicated and contradictory body of laws upon the statute books." The question of the "Dual system" is next discussed. For those who are not familiar with New York institutions it may be said that the regents of the University of the State of New York distribute public money to academies, charter all secondary, higher and professional schools, and have charge of the state library and museum, while the Department of Public Instruction has charge of all schools below the high schools, of teachers' training classes and normal schools — hence the "Dual system." Each department is absolutely independent of the other, but the functions of the two departments overlap and interfere at more than one point, particularly in those high schools that have teachers' training classes connected with them. The regents are willing to absorb the Department of Public Instruction, and the Department of Public Instruction might be induced to absorb the regents. There seems to be substantial unanimity of opinion that one head is enough, but the unanswered question is which head shall be amputated? To many it will seem that there is much good somewhere in an arrangement which gives to a state two such men as Secretary Dewey and Superintendent Skinner. Superintendent Skinner does not propose to amputate either head, but to resurvey the boundaries, so that each tenant may keep in his own lot. For

high schools he has a good word : "The high school is a recognized and indispensable adjunct to our public-school system . . . . It is a great mistake to consider the high schools as in any sense apart from the public-school system. They are not to be considered as connecting links to higher institutions of learning, or as verandas about the main structure . . . . In a sense high schools are the most democratic of all our schools." An investigation was made into the subject of teaching Latin and German in the grammar grades, and the arguments pro and con are presented. The conclusion is that such a step is impracticable at present, as a general measure, though under special and favorable circumstances the plan may well be adopted.

Since the passage of the law in 1888, authorizing the state superintendent to issue certificates to graduates of colleges who have had three years' successful experience in teaching since graduation, nearly 600 college graduate certificates have been issued. These certificates are issued only upon evidence of good character and ability as teachers.

In regard to the Compulsory Education Law : "Compulsory education in this state is no longer a mere pretence, but an accomplished fact. The people are earnestly coöperating with the state and local school authorities in securing constantly improving results. In 1894, the year before the present law became operative, the percentage of daily average attendance to total enrollment was 64. In 1898, it was nearly 71. But mere statistics as to school attendance do not tell the whole story of the good accomplished by the consistent enforcement of this law. Children are absent from the school and the law impels an investigation. In many cases it is found that lack of suitable clothing or oftentimes actual hunger is the cause of detention. Private or public charity is invoked and thousands of cases of want and suffering are alleviated which would have escaped notice save for the visit of the attendance officer." A very interesting section of the report is that relating to the monument to Dr. Sheldon. On Arbor Day, May 6, penny and nickel collections were taken in the schools of the state, and a fund of about \$3400 was thus obtained, sufficient to erect a bronze statue, life size, in the the western staircase of the capital. But as to this method of raising money the superintendent says. "The experience gained in this movement led all connected with it to believe that the method employed in raising the fund was open to serious objection. This was discovered too late to withdraw the proposition. It was generally conceded that the schools ought not to be used as agencies in the collection of funds for any purpose." A large number of schemes proposing to raise money in the schools for various purposes, more or less worthy, have been presented, all of which the superintendent has been unable to improve. "The 'Education Law' now before the legislature contains a provision inserted upon my recommendation, forbidding use of the school organization for the collection of funds for any purpose from children in the public schools. It would be well to extend this prohibition to all private schools if this can be reached by the law."